

**AN ANALYSIS OF STUDENTS PROBLEM IN LEARNING SPEAKING  
ABILITY BY USING CHAIN DRILL AT THE FIRST SEMESTER OF THE  
EIGHTH GRADE OF SMP NEGERI 12 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**By**

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## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' PROBLEM IN LEARNING SPEAKING ABILITY BY USING CHAIN DRILL AT THE FIRST SEMESTER OF THE EIGHT GRADE STUDENTS OF SMPN 12 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021**

Speaking is the process between speaker and listener and it is a productive skill and it involves students in produce the language also share the ideas. This research is about 'An Anlysis of the Students' Problem in Learning Speaking Ability By Using Chain Drill at the First Semester of the Eight Grade Students of SMPN 12 Bandar Lampung in the Academic Year of 2020/2021'.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIII A as sample that consisted of 29 students. In collecting the data, the researcher used observation and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing.

From the data analysis, the researcher found the students' problem and the cause of the problem in the process of learning speaking of SMPN 12 Bandar Lampung as follow: (1) The students' problem in learning speaking are students perception that they do not know the aspects of language that enable production in learning speaking, they are lack of vocabulary, limited of grammar knowledge, limited of pronunciation, never practice to speak English, minimum opportunities and nervousness (2) The cause of the problem in learning speaking are inhibition, nothing to say, environment factor and mostly mother tongue used.

Keyword : Productive skill, Problems in learning speaking. Cause of problems in learning speaking

## DECLARATION

I hereby state that this thesis entitled: “An Anlysis of the Students’ Problem in Learning Speaking Ability by Using Chain Drill at The First Semester of the Eleventh Grade Students of SMPN 12 Bandar Lampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, 21 Oktober 2020

Declared by,

Randi Budiman





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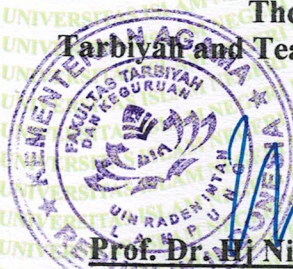
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## MOTTO

“ ...

...”

*“... Allah will raise those who have believed among you and those who were given knowledge, by degrees...” (QS. Al-Mujaddalah; 11)<sup>1</sup>*



<sup>1</sup> Abdullah Yusuf Ali, *“The Meaning of Holy Qur’an”* [online] available at <http://www.scribd.co/doc/2042683/Al-Quran-Terjemahan-Yusuf-Ali>, [October, 4<sup>th</sup>, 2018]

## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My beloved Father and Mother, Mr. Herman Effendi and Mrs. Nani Riani, who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
3. My beloved sister and brothers who always support me and cheer me up until the completion of this thesis. Thanks for your support. We must be better for the future and always love our 'Mama'.
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

## **ACKNOWLEDGMENT**

The name of the researcher is Randi Budiman. he is called Randi. he was born on July 10, 1993 in Bandar Lampung. he is the third child of Mr Herman and Mrs Nani.

The researcher attended Elementary School at SDN 1 Rawa Laut and finished in 2005. After that, he continued her school at Junior High School at SMPN 23 Bandar Lampung and finished in 2008. After that, he continued her school at SMAN 16 Bandar Lampung and finished in 2011. After that, he decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung.

During studying at UIN Raden Intan Lampung, the researcher followed UKM Bahasa in 2014 to 2015. he also followed International students organization named AIESEC in Unila in 2016.



The Researcher

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First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the reseacher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Anlysis of the Students’ Problem in Learning Speaking by Using Chain Drill at The First Semester of the Eighth Grade Students of SMPN 12 Bandar Lampung in the Academic Year of 2020/2021” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj Nirva Diana , M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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9. Big families , mama and papa, all beloved brothers and sisters and also all my lovely nephew and niece may Allah will always protect us and meet in Jannah.
10. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in G class and all people who have helped the researcher to finish the study that she can not mention one by one.



Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 20 Oktober 2020  
The Researcher

Randi Budiman



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is a set of rules used by human as a tool of communication.<sup>1</sup> It means that we can not communicate each other without language, because it is one of the communication tools used by people in general. We can use language to convey our messages or to express our ideas through oral, written, or signal languages. In Indonesia, people have interested to learn English to be their second language beside Indonesia language as their first language.

In globalization era, English have been needed by everyone. People awareness to learn English has considerably increased. People realize the function of mastering English in their life. English has been an international language for long time ago. Kusuma states that anything that comes from foreign countries, always accompanied by a description in English, although it did not come from the country where the language was used by its people.<sup>2</sup> She also states that English as an intermediaries entry of modern technology into our country and the development of science in our education.<sup>3</sup> It means that teaching and learning English was important to follow up the development experienced by other nations that might be very useful to Indonesian's lives.

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, Yogyakarta. Graha Ilmu, 2008, p.1.

<sup>2</sup> Thea Kusuma, *Buku Materi Pokok : Pengelolaan Pengajaran Bahasa Inggris 1*, (Jakarta: Universitas Terbuka Jakarta, 1986), p.1.3.

<sup>3</sup> Ibid, p.1.3

One of the expressive language elements is speaking skill. Speaking is the most common and important means of providing communication among humans beings. Because speaking is linked to success in life, as it important position both individually and socially. But, there is many problems by some people especially student when they want to explore their idea orally and they difficult to express their capability in English skill.

Pollard states that speaking is one of the most difficult aspects for students to master.<sup>4</sup> Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, whatto say, language, how to use grammar and vocabulary, pronunciation as well aslistening to and reacting to the person you are communicating with any learner of a foreign language can confirm how difficult speaking is. It means that learning to speak a foreign language, in this case English is difficult.

According to Jenep, there are two factors that cause low levels of student skills in speaking that is, external factors and internal factors.<sup>5</sup> External factors, including the use of Indonesian influence in my family environment and society even in everyday communication, many students still use the mother tongue of business students learn to speak with pronunciation, intonation, and spelling are correct in speaking skills, except that students lack confidence to express publicly. Therefore, to guide the students speak English in the classroom, teachers should

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<sup>4</sup> Lucy Pollard, *Guide to Teaching English*, (US: Lucy Pollard, 2008), p.33

<sup>5</sup> Hanapiah, Jenep. *Improvement Speaking Skill by Using Drama Technique*.retrieved 14/02/2015 15.38 pm, from <http://www.teqip.com/jurnal> p.53-60

have an interesting technique of teaching. It means that the teachers are required to create an appropriate learning strategy.

In fact, based on the pre-liminary research data obtained by interviewing the English teacher of the eighth grade at SMPN 12 Bandar Lampung, students always get low score in speaking skill. She states that most of students, still have difficulties in speaking. It caused by some factors. Those are first, most of the students are too shy and afraid to take a part in the conversation. In the other words, the students are having problem with their confidence. Second, most of the students are still clumsy in speaking, they just speak when the teacher ask them. Third, the students are not enthusiastic and not brave enough to involve in the speaking learning process. Therefore, they need an attractive technique to stimulate them to speak English.

Based on the data above, the total of number students at the eighth grade of SMP Negeri 12 Bandar Lampung are 121 students and it is divided into 4 classes. The students speaking score in SMP Negeri 12 Bandar Lampung is still low which only 32,34% or only 40 of 121 students. It can be seen that speaking score in SMP Negeri 12 Bandar Lampung. In this case, the researcher found the speaking ability of 80 or 67,66% students of eighth grade in SMP Negeri 12 is still low. Students get difficulties in speaking English.

According to Brown, for speaking skill there are at least five criteria speaking skill, they are pronunciation, fluency, grammar, vocabulary and comprehension. He said that speaking score of students is poor if the students get 45 -64. Based on



the criteria above the researcher concludes that only a few students can reach the excellent score and the most of them still low.

Based on the data above, the researcher assumes that most of students still get difficulty to speak English well. The researcher concludes that the students' speaking ability in SMPN 12 Bandar Lampung still need to increase. This happens because the students have little practice in speaking and they feel bored to study English. In addition, the teacher use dialogue memorization technique in teaching speaking. The technique is monotonous the teacher only depends on the book, and the students have little opportunity to practice speaking English. They only practice the dialogue in the book. It makes class atmosphere unpleasant and less attractive, they become unmotivated to learn it and unable to speak English well.

From the problems above, the researcher assumes that the most of students still get difficulty to speak English well. This happens because the students have less practice in speaking and they feel bored to study English, because the teachers' technique is monotonous.

One way to improve students' speaking ability is, to make the students more active and confident. Wright says that language learning is hard work-. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation, Chain

Drills help and encourage many learners to sustain their interest and work".<sup>6</sup> It means the learners should be more active and have a lot practice to improve their English skill. Therefore, the teachers could create a more exciting learning enviroment by introducing Chain drills.

Joysaid that Chain Drill is exercise that allows learners to practice dialogue, build vocabulary and develop clearly stated ideas about a familiar topic using repetition as the primary teaching strategy. The learners build on the statements made by adjacent learners in the same way that links are added to a chain. As it has been revealed that the difficulty in constructing English sentence appropriate to its grammar rules is one of the English second language students' problems that can keep them from learning English easily, it seems to the writer that chain drill can be alternative technique chosen to teach it. This is the reason why the writer has conducted study of "An Analysis of Students Problem In Learning Speaking Ability by Using Chain Drill at The First Semester of Eight Grade at SMPN 12 Bandar Lampung in the Academic Year of 2020/2021".

By Chain Drills, the researcher believes that there are many advantages that will be got by students. Those are; the students can improve their confident to speak to the other and think fast to produce many words that used in conversation in enjoyable atmosphere, the students can express their ideas and feeling as free as they can, the number of questions asked by students increase, provide motivation

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<sup>6</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning New Edition* (Cambrige University Press, 1994), p.1

to boost the students to develop their language learning, students get the opportunity to communicate, and students' failures to respond decrease.<sup>7</sup>

The researcher assumes that the students can improve their speaking ability through chain drills. Therefore, the researcher is interested in conducting the research entitled "The Influence of Using Chain Drill toward Students' Speaking Ability at The First Semester of Eight Grade at SMPN 12 Bandar Lampung in the Academic Year of 2020/ 2021".

### **B. Identification of the Problem**

Considering the important of the identification problem, the researcher identifies the problem as follows:

1. The students are having problem with their confidence to take a part in the conversation.
2. The students are still clumsy in speaking, they just speak when the teacher ask them.
3. The teacher does not apply varied and effective techniques in teaching speaking.

### **C. Limitation of the Problem**

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<sup>7</sup> Journal of Wulandari, *Teaching Speaking Using "Pass The Ball Game" Technique at Fourth Grade Students of SDN Mekarasih Kabupaten Bandung* (STKIP Siliwangi Bandung, 2012), p.2

In this research, the researcher focuses to study about the An analysis of student's speaking ability by using chain drill at The First Semester of The Eight Grade of SMPN 12 Bandar Lampung in Academic Year 2020/2021.

#### **D. Formulation of The problem**

Based on identification and limitation of the problem above, the researcher formulates the problems is

1. what are the students problem in learning speaking through chain drill?
2. What are the cause of students problem in learning speaking through chain drill?

#### **E. Objective of Research**

Based on the formulation of the problem, the objective of this research is to find out the Students problem in learning speaking through chain drill.

#### **F. Use of Research**

The uses of the research are as follows:

- a. Theoretically, to motivate the students' of SMPN 12 Bandar Lampung in studying English, especially in speaking English.
- b. Pratically, to give information to the English teachers of SMPN 12 Bandar Lampung about An Analysis of students problem in learning speaking ability by using chain drill.

#### **G. Scope of Research**

Scopes of research are as follows:



**1. Subject of the Research**

The subject of the research is the students at the First semester of the eighth grade of SMPN 12 Bandar Lampung.

**2. Object of the Research**

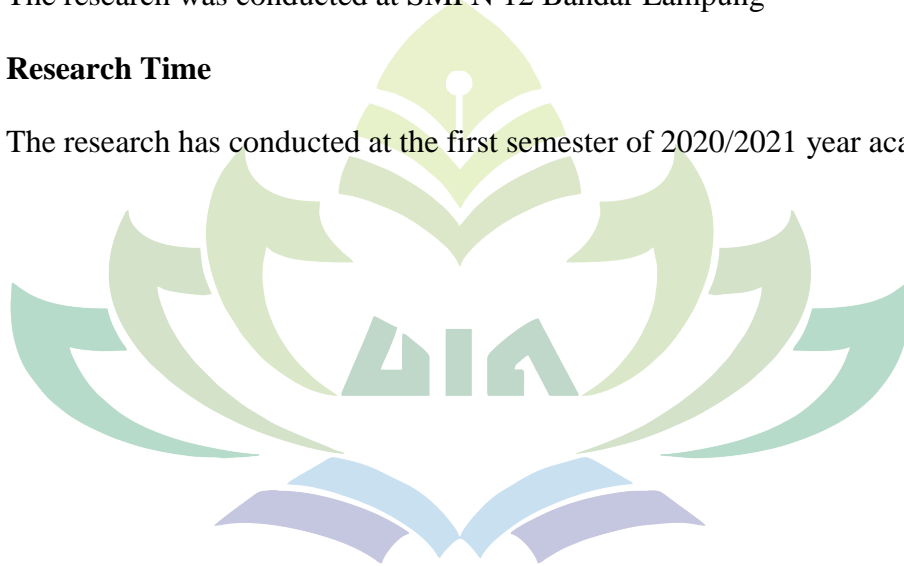
The object of the research is to know students problem in learning speaking ability by using Chain Drills.

**3. Place of the Research**

The research was conducted at SMPN 12 Bandar Lampung

**4. Research Time**

The research has conducted at the first semester of 2020/2021 year academic.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Teaching English as a Foreign Language

Teaching is an activity that is done by a person to another like share new information or new knowledge. It is very interesting because this activity can increase the knowledge of a person. Teaching is very useful for life because this activity can bring a change to the learner. The change can be a good thing that can make the learner better and know more knowledge.

In addition, teaching is no longer seen as transmitting the results of knowledge building activities already completed by distant experts, but as preparing for, encouraging, facilitating, and extending dialogue about curricular-related issues that are of personal interest and concern to the particular community for which the teacher is responsible.<sup>8</sup> Moreover, teaching is seen as transferring the knowledge that completed by distant experts. Besides, teaching as preparing for the condition of the personal learner and concern the particular community which the teacher is responsible.

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<sup>8</sup> Gordon Wells, Learning and Teaching for Understanding, *Social Constructivist Teaching*, Volume 9, 2002). Available on <http://people.ucsc.edu.pdf>

Teaching is conceptually and practically dependent on learning not only on teaching. Aristotle point out that teaching is an activity that finds its results in the learner, not in the teacher were there no need for learning, there would be no need for teaching.<sup>9</sup> Teaching and learning are the activities that interconnected each other because teaching will not run if there is no learner.

The aim of teaching is to extend each child's learning by identifying their current level of understanding and planning activities, experiences and explorations that will take them on to the next stage of understanding.<sup>10</sup> It means that the aim of teaching is to extend the learner's by identifying the learner's level of understanding that can be term for the learner to go on to the next level. For example, each grade of school has criteria to identify the level of the students by using criteria of minimum mastery that must be achieved by the students. The students can go on the next level if they achieved the criteria of minimum mastery.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>11</sup> It means that the students who learned English as a foreign language have little opportunities to use their English in real life situation. On the objective, teaching a foreign language is to provide the students with the skills

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<sup>9</sup> Nel Nodding, *The Journal of the Philosophy of Education Society of Great Britain*, (Published by Blackwell Publishing Ltd, 2003)

<sup>10</sup> Chris Pascal. *Definitions of Teaching and School Readiness*, 2011 Available on [http://www.bishopg.ac.uk/docs/PDE/CPR School Readiness.pdf](http://www.bishopg.ac.uk/docs/PDE/CPR%20School%20Readiness.pdf). Accessed on April 25 2014

<sup>11</sup> D.A Wilkins, *Linguistic in Language Teaching* (London: Edward Arnold Publisher, 1980), p.7

which enable to communicate orally with the speakers of other nationalities who also learn this language.

According to Setiyadi, English is really foreign language for language learner in Indonesia, because in Indonesia it is learned only at school and people do not speak the language in the society.<sup>12</sup> It is expected that the students should have the ability or knowledge of English which can be used for communication.

According to Mohammad Muhassin, communicative activity English teacher in TEFL. The dominant communicative activity of each English skill implemented by the teacher also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teacher's asking the question in speaking, note-taking in listening, pre-question in reading, and making sentence in writing<sup>13</sup>.

The objective in teaching learning English as a foreign language is to increase students' ability in four language skills, namely listening, speaking, reading, and writing. And the purpose of the foreign language is to develop the students' skills by understanding of listening, speaking, reading, and writing, while giving insight into the culture of which the language is part.

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<sup>12</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu), 2006, p.22

<sup>13</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English in A Foreign Language (TEFL): A Study at SMA N 9 Bandar Lampung "Humaniora" , no.4 (October 30,2016).



Based on those explanation, the researcher concludes that teaching English as a foreign Language is teaching learning English in which the students target language is not the mother tongue of any group within the country where it is being learned. It means that the students have little opportunities to use their English in real life situation.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

Speaking is one of the ways to communicate in daily life. It is about how to deliver our mind, feelings, or idea to other person. Besides, speaking is one of the language skills in English. It is productive skill that is done without editing and revising but it is applied directly. We have to learn about how to speak well to make a communication fluently.

Speaking is one of the four language skills. Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.<sup>14</sup> Therefore, as an important part of the curriculum in language teaching, students should master speaking skill to achieve the purpose.

Speaking is the process of transmitting ideas and information orally in a variety of situation. Effective oral communication involves generating messages and

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<sup>14</sup> J. Charles Adelson and Lyle F. Bachman. *Assesing Speaking*, (Newyork: Cambridge University Press, 2004) P.1

delivering them with attention to vocal variety, articulation, and nonverbal signals.<sup>15</sup>

While another expert, Huebner said, language is essentially speech, and speech is basically communication by sounds. According to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.<sup>16</sup>

It can be inferred that speaking is an expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is form and meaning are dependent on context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking.<sup>17</sup>

From the explanation above, the researcher concludes that the student must be careful in choosing words and styles in communication. They should pay attention the ways of speaking English. Student need to know pronunciation, grammar,

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<sup>15</sup> Sherwyn Morreale et all, *Speaking and Listening Competencies for College Students*, (by the National Communication Association, 1998) p.7

<sup>16</sup> Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960) p.5

<sup>17</sup> Brown, 1994; Burns and Joyce, 1997

vocabulary, fluency, comprehension, having interaction with listeners and can speak English as well as native speakers do.

In this research, the researcher concludes that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, and speaking is the process of transmitting ideas and information orally in a variety of situation.

## 2. Speaking Ability

In general term of speaking refers to communicate and conversation between two people to express orally any message of information. In this case Ronald claims that the most natural of communicate is simply to speak.<sup>18</sup>

The process of speaking is used to be able to speak well and right. Referring to the aspects of speaking skill, Nurgiantoro states that in order to be able to speak in a language, the speakers have to mastery the pronunciation, grammar, and word.<sup>19</sup>

The other opinion says that the aspects of speaking consist of utterance, grammar, vocabulary, and fluency.

### 1. The Utterance Skill

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<sup>18</sup> Ronald, *The language of speech and writing* (London and New York: Routledgetaylor and Francis group, 2001), p.17

<sup>19</sup> Nurgiantoro. *Penelitian dalam Pengajaran Bahasa dan Sastra* (Yogyakarta: BPPE: Yogyakarta, 2001), p.26

The ability of utterance is one of the important thing in order that message is acceptable. Referring to such thing, Tarigan states in speaking process such as discussion, briefing, argumentation, chatting, interview, asking and answering, speech have to be uttered clearly in order the expression of thought delivered to audience can be understood easily.<sup>20</sup>

## 2. Vocabulary

Knowing approximately 3000 high-frequency and general academic words is significant because this amount will help the speakers to utterance words easily, fluently and good refers to the important of vocabulary to be mastered- Richard found that knowing a minimum of about 3000 words was required for effective speaking, at the university level, where as knowing 5000 words indicated likely academic success.<sup>21</sup>

## 3. Grammar

Grammar is one of the aspects in language. Every language has different grammar. Richard defines grammar as grammatical competence which stated that Grammar Competency is an umbrella concept that includes increasing expertise in grammar (morphology and syntax), vocabulary and mechanics (sound of letter, syllables, pronunciation of the word, intonation and a

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<sup>20</sup> Henry Guntur Tarigan, *Berbicara sebagai Keterampilan Berbahasa*, (Bandung: Angkas. 1985), p.55

<sup>21</sup> Jack C Richards, *Teaching Speaking and Listening from Theory to Practice* (Cambridge: Cambridge University Press, 2002), p.259.



stress).<sup>22</sup> In the context of foreign language learning, capability of noticing make sense towards grammar always needed although the first aim of language learning is communication.

#### 4. Fluency

This skill relates to speech activities on all professional and general topics effortless and smooth as native speaker as possible.

Based on expert above, the researcher concludes that term of speaking refers to communicate and conversation between two people express orally. In this case the most natural of communicate is simply to speak. The process of speaking is used to be able to speak well and right.

### 3. Micro and Macro Skills of Speaking Ability

The micro skills refer to produce the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro and macro skills total roughly 16 different objectives to assess in speaking.<sup>23</sup>

#### a. Micro Skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

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<sup>22</sup> Ibid

<sup>23</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (USA: Longman), 2003.p.142

4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
7. Monitor one's own oral production and use various strategic devices - pauses, fillers, self corrections, backtracking - to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce fluent speech at different rates of delivery.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.<sup>24</sup>

#### **b. Macro Skills**

1. Appropriately accomplish communicative functions according to situation, participants, and goals.
2. Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
3. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

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<sup>24</sup> Ibid

4. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.<sup>25</sup>

From definition above, the researcher assumes the micro skills refer to produce the smaller chunks of language. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, non verbal communication, and strategic options.

#### **4. Types of Speaking**

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test speaking skill has some types.<sup>26</sup> Brown proposes that there are five types of speaking skill as follows:

##### **1. Imitative**

A continuum type of speaking performance is the ability to simply parrot back or imitate a word or phrase or possibly a sentence. Imitative is the purely phonetic level of oral production, a number of prosodic, lexical, and

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<sup>25</sup> Ibid. 142

<sup>26</sup> H. Douglas Brown. *Op. Cit*, 140

grammatical properties of language may be included in the criterion performance.

## 2. Intensive

A second type of speaking skill frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

## 3. Responsive

In this type, the stimulus is almost always a spoken prompt (In order to preserve authenticity), with perhaps only one or two follow up questions.

## 4. Interactive

The different responsive and interactive speaking are in the length and complexity of the interaction, which sometime include multiple exchanges and/or multiple participant. Interaction can take the two forms of transactional language, which has the purpose exchanging specific information or interpersonal exchanges.

## 5. Extensive

Extensive oral production includes speeches, oral presentation and storytelling during the opportunity for oral interaction from the listener. In this

type, language style is frequently more deliberative and formal for extensive task.<sup>27</sup>

In this research, the researcher concludes that speaking ability in general term of speaking refers to communicate and conversation between two people to express orally any message of information.

## 5. Concept of Teaching Speaking

Speaking is a crucial part of second language learning and teaching. World requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking is about how to use language for communication, for transferring ideas, thought or even feeling to other people. Meanwhile, Harmer states that students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.<sup>28</sup> It means that kind of speaking should students do in teaching speaking is the students should complete their task as good as possible.

What is meant by teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sounds patterns.

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<sup>27</sup> H. Douglas Brown, *Op. Cit.* 141

<sup>28</sup> Jeremy Harmer, *How to Teach Speaking* (Singapore, Longman, 2001), p.87



- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.<sup>29</sup>

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.<sup>30</sup> It means that in teaching speaking, teachers should know the concept of speaking to make the students understand about what teachers explain about. Teaching speaking is also the way for students to express their emoticons, communicative needs, interact to other person in any situation, and influence the others.

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold

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<sup>29</sup> HayriyeKayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language* (The Internet TESTL Journal, Vol. XII, No. 11 November 2006), pp 1-2

<sup>30</sup> Kimtafsirah, Zainal, Yahmawati, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p1

on to, expand and grow.<sup>31</sup> Therefore, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material more easy.

## 6. Material of Speaking

### Asking and Giving Opinion

Asking for Opinion	Giving Opinion
Are you aware of ... ?	In personally believe ...
Is that right that?	Not everyone will agree with me, but ...
Do you have any idea?	I think that's a good idea
What do you think of ... ?	In my view,...
What do you think about ... ?	If I had my way I would
How do you feel about ... ?	From my point of view ...
What do you reckon about ... ?	In my opinion, ...
What is your opinion of ... ?	We had better ...
What are your views on...?	As far as I'm concerned ...
What would you say to .../ if we ... ?	I'm utterly convinced that
	In my humble opinion ...

Source : Larsen-freeman, Diane. 1986 *Techniques and Principles in Language Teaching England: Oxford University press*<sup>32</sup>

### Example:

A: TVhat do you think about full day school?

B: I think full day school is not good for me because it makes me have many full activities in the school. I don't have time to my family. I have full time in the school and stay at home and just take a rest.

## 6. Students' problem in learning speaking

The researcher employed the observation checklist and gave the questionnaire to know the students' problem in learning speaking.

<sup>31</sup> Natasa Intihar Klancar, *Developing Speaking Skill in the Young Learners Classroom, Internet (TESTL Journal, Vol. XII, No. 11 November 2006)*, p1

<sup>32</sup> Larsen-freeman, Diane. 1986 *Techniques and Principles in Language Teaching England: Oxford University press*

As Thurnbury stated that the problems that learner speaker faces break down into two main area such as knowledge factor and skill factor. In knowledge factor the students do not know the aspects of knowledge in learning speaking, lack of vocabulary, pronunciation, grammar and fluency. Beside that, in the skill factor the students are lack of confidence which might inhibit fluency.

Based on the result of observation and the students' answer to the questionnaire sheets, the researcher concluded that the problems faced by the students were:

- a. Most of the students did not know the aspects of language that enable production in learning speaking.
- b. The students lacked of vocabulary. So, they felt difficult when they tried to speak English because of limited of vocabulary.
- c. The students did not use grammar. When they tried to speak English they did not use grammar in learning speaking.
- d. The students had no good in pronunciation. When the students tried to speak English they difficult to pronounce the word correctly.
- e. The students never practice to speak English.
- f. The students had minimum opportunities in learning speaking.
- g. The students got nervous in speaking English.

According to Harmer there are three aspects of language enable production, they are: pronunciation, grammar, and vocabulary. That three aspects should mastered by the students to improve their skill in learning speaking. Besides, teacher also should be able to encourage the students to

explore themselves to develop speaking skills. It can be practiced by trying to interact with others in the class. So, they can be challenged to ~~expose their ability in speaking~~ support from their teacher. In this case the teacher may also give the opportunity to explore the student by giving a theme and students will be practiced using picture as a media, and also students can communicate in the target language.

According to Juhana, there are some factors that included in psychological factors that related with second language learning among them are as follows:

a. Lack of Motivation

Motivation is the power of some who will achieve something.

b. Anxiety

Anxiety, simply speaking is a kind of troubled feeling in the mind.

c. Self-confidence

Self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning.

d. Shyness

Shyness is one of the difficulties that every student faces while learning a new language and factor that cause reluctant to speak in English class.

e. Students' fear of ridicule or laughter

## 7. Cause of Students Problems Were:

### 1. Inhibition

The students felt often inhibited about trying to say something using English in the classroom because they worried to pronounce some words correctly in learning speaking.

### 2. Nothing to say

The students had low motivation to express something used foreign language, so when they learnt in speaking process they were just silent or passive.

### 3. Mother tongue used

The most students were influenced by their mother tongue. The students were difficult to speak English with good accent because it was natural for them when they tried to speak English.

### 4. Other cause of problem. Environment factor.

The students had no good environment to support their learning in speaking.

The students only speak English when the teacher forced them to do that and they also influenced by their friend to always speak in Indonesian.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students even there were more problems that happen in learning speaking. After the researcher analyzed and found out the conclusion of the research, hopefully the researcher gave contribution of the research to better way. Learning speaking should be supported by learning pronunciation, understanding

grammar, rich of vocabulary and interesting teaching style by teacher, so the students were interested and can make a good sentence and pronounce the words correctly in learning speaking.

### **C. Chain Drills**

#### **1. Definition of Chain Drills**

Chain Drill is one of some techniques in Audio-Lingual Method. A chain drill gets name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other <sup>33</sup>. The teacher begins the chain by greeting a particular student or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Chain Drill is an exercise that allows learners to practice dialogue in building vocabulary developing clearly stated ideas about a familiar topic by using repetition as the primary teaching strategy. The learners build statement made by adjacent learners in the same way that links are added to a chain.<sup>34</sup>

H. Douglas Brown state that learning a second language is a long and complex undertaking in which our whole person is affected as we struggle to reach beyond the confines of our first language and into a new language, a new culture, a new way in thinking, feeling, and acting. It indirectly conducted some researches to

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<sup>33</sup> Ibid

<sup>34</sup> Willis. 1992 p.28



develop effective techniques and methods for second language teacher. In teaching and learning English, for example, there are some kinds of teaching techniques and methods can be used. And chain drill is one of them.<sup>35</sup>

Chain drill comes from the Audio Lingual Method firstly applied by Charles Fries and dealt with the use of grammatical sentence pattern. A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other . The rules of chain drill activity can be described as follow:

1. The activity is begun as the teacher greets and asks questions to a particular student.
2. The student will respond the question.
3. Then, he takes turn to ask another student sitting next to him.
4. This activity will continuously work until the last turn of the last student.

A chain drill allows some controlled communication among the students while teacher can check students' speech as well. Either teacher or students them selves can correct their friends' oral sentences whether they are well-constructed or not. As the result, any mistakes that probably occur can be corrected directly as soon as possible. Besides, the - use of peer students' correction will prevent student's worrying in making mistake that can improve their confidence to try.

The use of chain drill can encourage the improvement of students' listening and speaking skills. Moreover, the way they ask question or answer the question

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<sup>35</sup> H. Douglas Brown

drives students to practice speaking. This activity makes students accustomed to express their sentences through oral speech.<sup>36</sup>

So, based on definition above the researcher concluded Chain Drill is one of some techniques in Audio-Lingual Method. A chain drill gets name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other and Chain Drill is an exercise that allows learners to practice dialogue in building vocabulary developing clearly stated ideas about a familiar topic by using repetition as the primary teaching strategy.

## **2. Procedure of Chain Drill**

There are some steps to using chain drill, the procedure as follow :

1. Students first hear a model dialogue (either read by the teacher or on tape ) containing the key structure that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation of grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phares if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and one other half responding. The students do not consult their book through this phase.
2. The dialogue is adapted to the student's interest of situation, through changing certain keywords. This is acted out by the students.

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<sup>36</sup> H. Douglas Brown

3. Certain key structure from the dialogue are selected and use as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.
4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
5. Follow-up activities may take place in the language laboratory where dialogue and drill work is carried out.<sup>37</sup>

### 3. Advantages and Disadvantages of Chain Drill

There are some Advantages and Disadvantages:

- a) The advantages is drilling help our learners memory language by the teacher's control. And the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.
- b) The Disadvantages is drilling often make the students not vary creative. In all drills learners have no or very little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.<sup>38</sup>

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<sup>37</sup> Larsen-freeman, Diane. 1986. Techniques and principles in Language Teaching.

<sup>38</sup> Ibid

#### 4. Frame of Thinking

Speaking is a language skill which must be mastered and understood by students. It has many advantages for them. Speaking is a difficult skill in English for students to master. It can be seen in the result of preliminary research showed that students have difficulties in mastering speaking. It means that students need a technique which can help them to master speaking ability.

Technique is some activities which done by the teacher and the students to achieve the goal of teaching learning. One of techniques in mastering speaking is Chain Drill. Chain Drill is one of some techniques in Audio-Lingual Method. A chain drill gets name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student or asking him a question that students' respond and turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. In consciously, it will be affect in students' speaking ability.

The reason why researchers have chosen this technique is because this technique is good for helping students to improve their speaking skills in English and researchers believe this technique will work to make students' abilities improve.

It can be assumed that Chain Drill is a good technique to influence the students' speaking ability. So, it can motivate in speaking and make the students' interest to

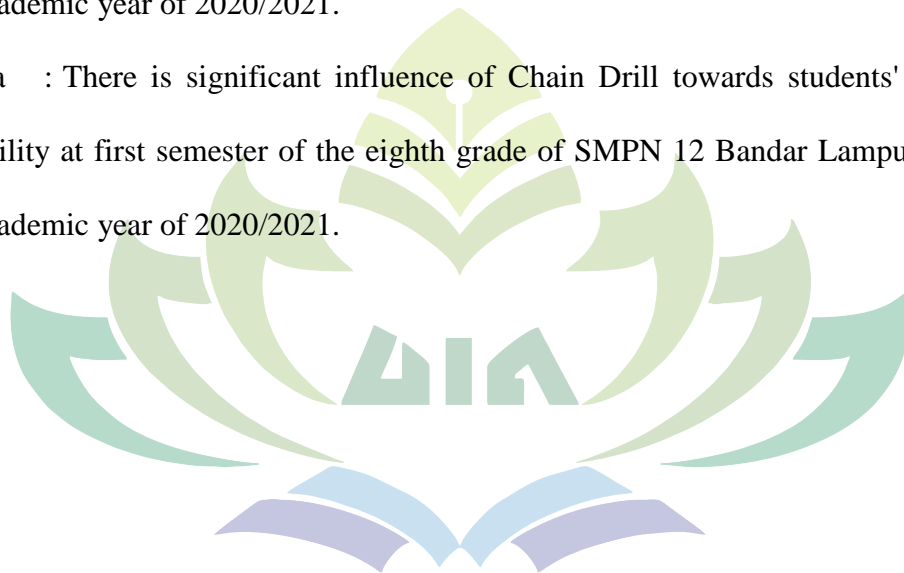
learn English, also to motivate the students to able speak well. The chain drill gives a good effect towards students' speaking ability.

### **5. Hypothetical**

Based on the formulation of the problem the researcher would like to make hypothesis as follows:

Ho : There is no significant influence of Chain Drill towards students' speaking ability at first semester of the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2020/2021.

Ha : There is significant influence of Chain Drill towards students' speaking ability at first semester of the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2020/2021.



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